



## Sims Junior High

200 Sims Drive  
Union, SC 29379

<b>Grades</b>	7-8 Middle School	
<b>Enrollment</b>	558 Students	
<b>Principal</b>	Mickey Connolly	864-429-1755
<b>Superintendent</b>	Dr. David L. Eubanks	864-429-1740
<b>Board Chair</b>	Mrs. Betty J. McMorris	864-427-4149

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

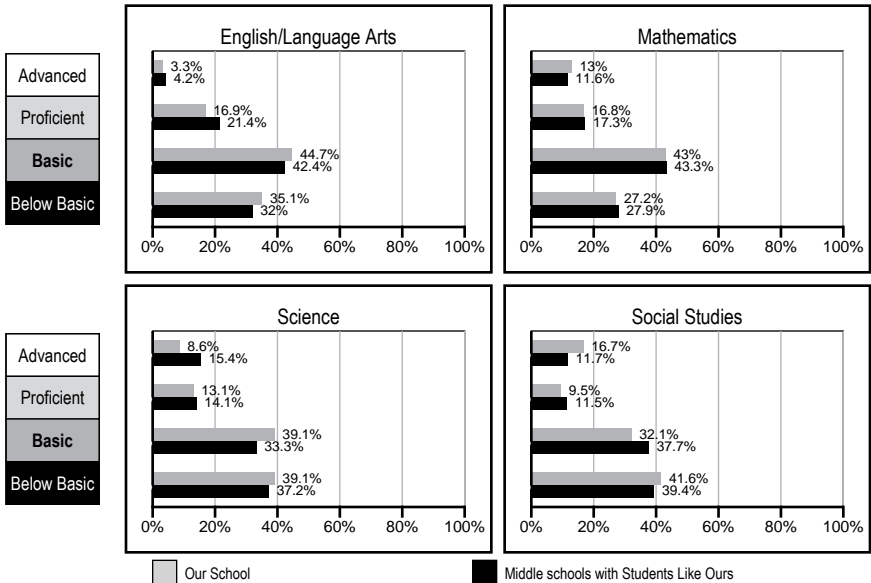
97.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	8	30	3

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	94.5	96.4
English 1	84.6	94.0
Physical Science	80.8	76.9
All Subjects	86.8	95.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=558)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	18.7%	Up from 17.9%	17.1%	19.4%
Retention rate	3.6%	Up from 3.0%	1.6%	1.8%
Attendance rate	94.9%	Up from 94.4%	95.7%	95.8%
Eligible for gifted and talented	17.2%	Down from 21.6%	14.2%	15.3%
With disabilities other than speech	17.5%	Up from 15.9%	14.4%	12.9%
Older than usual for grade	2.7%	Down from 2.8%	3.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.2%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=40)</b>				
Teachers with advanced degrees	55.0%	Down from 56.1%	52.6%	55.0%
Continuing contract teachers	72.5%	Down from 73.2%	73.3%	70.6%
Teachers with emergency or provisional certificates	17.1%	Up from 11.8%	5.4%	5.4%
Teachers returning from previous year	82.5%	Up from 81.4%	83.7%	83.4%
Teacher attendance rate	93.0%	Up from 90.5%	94.8%	94.9%
Average teacher salary	\$42,806	Down 0.2%	\$44,406	\$44,706
Professional development days/teacher	25.5 days	Down from 26.2 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 21.3 to 1	19.1 to 1	20.1 to 1
Prime instructional time	86.7%	Up from 80.2%	88.9%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.9%	Up from 94.9%	97.9%	98.0%
Character development program	Average	No Change	Good	Good
Dollars spent per pupil*	\$6,112	Up 8.3%	\$6,954	\$7,097
Percent of expenditures for instruction*	71.4%	Up from 67.9%	65.2%	64.4%
Percent of expenditures for teacher salaries*	67.3%	Up from 66.4%	61.6%	59.4%

\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

The mission of Sims Jr. High School, in partnership with its citizens, is to participate in the building of a community of life-long learners by providing challenging educational experiences in a safe, disciplined environment which will prepare our students for productive living in a diverse technological society. During the 2007-2008 school year, many efforts were made toward successfully accomplishing our goals.

Teachers implemented our new subject area pacing guides aligned to SC Curriculum Standards to ensure that all students received equitable instruction at all levels. Ongoing emphasis was placed on high academic standards as we saluted 17 students as SC Junior Scholars and recognized 5 students for being name Duke TIP Scholars. We continued to show improvements in our 8th grade classes offered for high school credit. The English I, Algebra I, and Physical Science End-of-Course test results indicate that the mean score for all three subject areas increased from May of 2007 to May of 2008. Our 7th and 8th grade Academic Challenge Teams had very successful seasons, with both teams going undefeated in the Olde English Consortium matches.

We rededicated our efforts toward technology education and had 73% of our 8th grade keyboarding students pass the proficiency profile, which allows them to exempt keyboarding in high school. Teachers strived to integrate technology to deliver instruction through use of laptop computers, digital imaging, and Smart Boards. Students were encouraged to use technology to complete research and special projects. Parent and teacher communication through technology was also improved with emails, grade reports, and homework assignments being posted each day on our school website using OnCourse.

In an effort to maintain a positive school climate, we continued our focus on the School Improvement Grant using Positive Behavior Interventions & Support (PBIS) to recognize students for good behavior. We are extremely proud that almost 40% of our students completed the school year with a clean discipline record.

Safety is paramount at Sims Jr. High School. This year, we implemented new safety drills to include intruder alerts and other disasters. Installation of a new security system allows our building to remain locked at all times with only one access point – the main entrance.

SJHS students were also active in the many extracurricular activities offered: Sims Singers, band, drama, volleyball, basketball, football, track, cross-country, tennis, soccer, baseball, softball, cheerleading, Beta Club, SGA, and First Priority. We realize that our students are individuals with a variety of talents and interests. As we help students to make the transition to young adulthood, we want to provide as many opportunities for success as possible. As always, our goal will be synonymous with our motto: Education today...Independence tomorrow.

Pamela Roberts, SIC Chairperson  
Mickey Connolly, Principal

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	236	121
Percent satisfied with learning environment	89.1%	69.1%	81.7%
Percent satisfied with social and physical environment	84.8%	73.6%	69.7%
Percent satisfied with school-home relations	76.1%	82.1%	82.6%

\* Only students at the highest middle school grade level and their parents were included.

### Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.7%	0.0%	No
Student attendance rate	94.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	551	99.8	35.6	46	15.5	2.8	28.4	38	48.2	No	Yes
<b>Gender</b>											
Male	295	99.7	40.7	43.2	13.2	2.9	25.4	31.7	41.7	N/A	N/A
Female	256	100	29.8	49.2	18.1	2.8	31.9	44.4	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	302	100	27.7	47.8	20.8	3.8	39.1	46.9	60	No	Yes
African American	240	99.6	46.3	45	7.4	1.3	13.4	22.8	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	90.9	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
<b>Disability Status</b>											
Disabled	96	100	68.5	25	2.2	4.3	8.7	14.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	353	99.7	45.1	44.2	8.9	1.8	19.6	30.3	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	551	99.6	28.5	47.6	14	9.9	34.7	39.7	45.8	No	Yes
<b>Gender</b>											
Male	295	99.3	27.2	45.5	15.1	12.2	38.4	40.6	45.6	N/A	N/A
Female	256	100	29.8	50	12.9	7.3	30.6	38.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	302	99.7	22.9	46.5	16.3	14.2	43.4	48.2	59	Yes	Yes
African American	240	99.6	35.9	49.8	10.4	3.9	22.9	25.4	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	90.9	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	96	100	68.5	21.7	2.2	7.6	10.9	13.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	353	99.4	35.4	49.1	9.5	6	25.9	31.5	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	409	99.8	38	39.8	12	10.2	22.2	24.4	35.7	94.9	95.4
<b>Gender</b>											
Male	230	99.6	33	40.8	13.8	12.4	26.1	26.9	37.4	94.8	95.2
Female	179	100	44.3	38.5	9.8	7.5	17.2	21.9	33.8	95.1	95.6
<b>Racial/Ethnic Group</b>											
White	219	100	30.1	39.2	15.8	14.8	30.6	32.2	49.2	94.2	95
African American	183	99.5	48	40.7	7.3	4	11.3	12.5	17	95.8	96.2
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.4	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	95	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.7	90.5
<b>Disability Status</b>											
Disabled	74	100	65.3	25	4.2	5.6	9.7	7.7	14	92.2	94
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.5	96.3
<b>Socio-Economic Status</b>											
Subsided meals	266	99.6	46.3	39.6	9	5.1	14.1	16.8	21.1	94.4	95

**Social Studies**

All Students	405	99.5	41.3	32.1	10	16.7	26.7	28.2	34	94.9	95.4
<b>Gender</b>											
Male	207	99	39.2	31.2	9.5	20.1	29.6	31.2	36.6	94.8	95.2
Female	198	100	43.5	33	10.5	13.1	23.6	25.1	31.3	95.1	95.6
<b>Racial/Ethnic Group</b>											
White	220	99.6	33.6	31.8	13.3	21.3	34.6	34.1	44.5	94.2	95
African American	178	99.4	51.7	32.6	5.8	9.9	15.7	18.2	19.1	95.8	96.2
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.4	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	95	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.7	90.5
<b>Disability Status</b>											
Disabled	67	100	69.2	23.1	6.2	1.5	7.7	12.8	14.4	92.2	94
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	95.5	96.3
<b>Socio-Economic Status</b>											
Subsided meals	263	99.2	51.2	30.2	8.7	9.9	18.7	21.4	21	94.4	95

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	284	98.9	37.9	39	21.3	1.8	23.2
	8	268	99.3	35.9	46.7	15.1	2.3	17.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	266	100	31.9	46.3	16.7	5.1	21.8
	8	285	99.7	39.1	45.8	14.4	0.7	15.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	284	98.9	25	45.2	17.3	12.5	29.8
	8	268	99.3	35.5	49	10.8	4.6	15.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	266	100	22.2	47.9	16.3	13.6	30
	8	285	99.3	34.4	47.4	11.9	6.3	18.1
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	284	98.6	44.1	29.3	13.7	13	26.7
	8	137	100	40.3	39.5	7.8	12.4	20.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	264	100	39.2	40.4	10.2	10.2	20.4
	8	145	99.3	35.8	38.7	15.3	10.2	25.5
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	284	98.9	45.6	33.3	10.7	10.4	21.1
	8	133	99.3	37.3	44.4	13.5	4.8	18.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	264	100	45.1	29	6.7	19.2	25.9
	8	141	98.6	34.1	37.8	16.3	11.9	28.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample